

Part I: Overview of Business



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John Deere's Construction & Forestry Division, previously called the Industrial Equipment Division, was established in the mid-1950s. In late 1957 and early 1958, John Deere appointed its first dealers who were responsible for selling construction equipment exclusively. Today, John Deere construction and forestry products are distributed through a network of more than 600 dealer locations worldwide.

We aspire to distinctively serve customers — **those linked to the land** — through a great business, a business as great as our products. To achieve this aspiration, our strategy is:

- exceptional performance
- disciplined growth
- aligned teamwork

John Deere construction and forestry equipment is manufactured at a number of factories around the world.

The John Deere Dubuque Works factory was opened in 1947. It stretches over one mile long on 1,465 acres three miles north of Dubuque, Iowa. The Dubuque Works manufactures crawler dozers, crawler loaders, skid steers, backhoe loaders, forestry track feller bunchers and harvesters, knuckleboom loaders, winches and components for various heavy equipment products. The factory also houses the Dealer Technical Assistance Center (DTAC) and Dealer Marketing Assistance Center (DMAC). DTAC is a hot line that provides technical assistance to John Deere Dealers. DMAC helps dealers answer customer questions about proper machine configuration, special applications, and other operating issues.

The John Deere Davenport Works began production in 1974. Today, the Davenport Works facility manufactures articulated dump trucks, four-wheel drive loaders, motor graders, log skidders and cabs.

Both the Dubuque Works and Davenport Works factories have been registered to the International Organization for Standardization (ISO) standard ISO 9001 by the Quality Management institute in Canada and the Japanese Machinery & Metal Inspection Institute (JMI). This is the highest standard achievable for recognizing a company's quality systems.

Part II: Job Specifics



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I spent most of time this summer working with the Safety and Compliance Team. This group is responsible for the design of the Construction and Forestry machine forms, ensuring that they are compliant with government regulatory guidelines and reasonably safe for the end user.

My task was to analyze Operator Manuals that are provided as part of the safety equipment of the machines, looking for consistency within machine forms and across machine types. I was able to review over 100 different OM's, comparing the safety information provided. The information in the manuals was then compared to part numbers to ensure that there was consistency in the message, and looking for redundancy in safety labels.

I was also tasked with organizing a SharePoint site to consolidate on-line training courses for users. In the process of compiling these resources, I had the opportunity to complete the training for and be certified as a Level 1 operator of the Loader Machines.

Part III: Introduce the Problem



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The Safety & Compliance team is responsible to ensure that the design and construction of the machine forms complies with industry and government safety regulations.

There was a question as to the consistency in the message provided to end users. To ensure consistency across machine forms and to potentially reduce the number of part numbers if there was redundancy.

My task was to compare the Operator Manuals which are considered part of the safety equipment included with the machines. I was able to review these OM's to ensure a consistent message to the end user.

For my class, I have the students write a Business Plan. I make available previous students' plans as a resource. They have not always been consistent or complete.

This year, as a result of my Externship project, I will be using the previous plans more intentionally, asking my students to analyze 4-5 of these previous plans to determine consistency in the message, and then use this information to form their business plans.

Part IV: Background



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John Deere needed to look for consistency in their message to end users. I was tasked to look for what was good and correct within the manuals and suggest changes to things that were inconsistent.

My students will need to utilize critical reading skills and searching for information to complete their projects. By comparing previous Business Plans and then using the rubric to evaluate them, they should get a better idea of what they need to do to successfully complete their project.

Part V: Business Solution



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John Deere solved their problem by tasking me with analyzing their OM's.

My students will solve their problem by analyzing previous Business Plans to help them craft and create their projects.

Part VI: Student Solutions



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I am hoping that with this additional analysis step, the final Business Plans that my students create will be more thorough and complete. There has been a lack of critical thinking in their plans. I am anticipating a more thorough project. I will also be incorporating more checkpoints and group accountability throughout the project to encourage a better, more professionally written, and consistent Business Plan from my students.